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ABSTRACT

This instructor's guide to the Career Alert Planning (CAP) program is one of 14 components (see note) of a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of 10 basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue. This instructor's guide explains the goals and objectives of the CAP program, the organization of the materials, and implementation procedures. It takes the instructor on a "walk through" of the program process, with examples from the various Job Function Booklets of the program. Sections of the instructor's guide contain information on how the program can be used, the instructor's role, and supplementing the program. Exercises and learning activities are provided to use with students on the following topics: decision making, risk, recognizing values, changing values, work attitudes, and personal values. (KC)

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CAREER ALERT PLANNING

Instructor Guide

Provided by the Technical Assistance for Occupational Skills Training Project Sponsored by the Office of Youth Programs, U.S. Department of Labor

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Contents

	Page
What is the CAP program?	1
How is it packaged?	6
How is it used?	6
When, where, and how often is it used?	13
What is your role?	13
How can you supplement the program?	16

Foreword

Career Alert Planning is one of sixteen products or services developed for the Department of Labor's Office of Youth Programs. These products and services are intended to comprise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium, Philadelphia Office of Employment and Training, and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Bettina Lankard, Program Associate, was the major author. Other staff members include Brian Fitch, Program Director; Robert Bhaerman, Research Specialist; Sandra Pritz, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

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Education

What is the CAP program?

The Career Alert Planning program is a set of individualized materials designed to help participants find out about themselves and about the kind of work for which they are suited. In this program, participants become acquainted with occupations that are representative of ten basic job functions. They learn how these occupations relate to personal interests, abilities, skills, educational goals, experiences, and training. They consider the work conditions, salary, and employment outlook for each occupation. Finally, participants use this information to make decisions and plans about the careers they will pursue.

Participants can be expected to achieve certain measurable outcomes as a result of their involvement in this program. They will be able to . . .

- identify personal interests and abilities,
- perform certain job-related tasks,
- evaluate their interests and abilities in performing the tasks,
- identify working conditions for given occupations,
- identify some job skills required for work in given occupations,
- identify work maturity (employability) skills that are required on the job,
- identify transferable skills,
- identify their existing skills,
- identify education and training necessary for employment in given occupations, and
- make plans for career preparation and employment.

Participants will realize development in other areas also. They will develop . . .

- self-understanding,
- reading, comprehension, and computation skills,

- an awareness of occupational information,
- an awareness of the kinds of tasks performed by workers in various occupations
- an awareness of interests and abilities of various workers,
- an awareness of priorities people use in selecting an occupation, such as interests and abilities, salary, and employment outlook.

What are the contents?

Each CAP package contains these materials:

- Instructor Guide

  This guide explains the goals and objectives of the CAP program, the organization of the materials, and implementation procedures.

- Self-Inventory Cards

  The front of each card contains a statement that reflects either an interest or an ability. The back of each card contains the code letter of the "job function" to which the statement relates. Participants take a self-inventory by sorting these cards according to degrees of interest and ability in given activities that are related to identified job functions.

- Program Guide

  The program guide contains four sections:

  Introduction--This section explains the Career Alert Planning program and the program materials. It gives the participant explicit instructions on how to begin and proceed through the first phase of the program.

  Procedure--The Procedure section of the guide gives the participant instructions on how to progress through the program. It tells the participant what to do after he or she has completed work in each occupation.

  Plan--This section gives information and direction in career decision making and planning.

  Reaction Forms--Participants use these forms to record their reactions to the tasks or activities they do. They note the things they like and dislike, the things they can and cannot do, and other pertinent information they need for career planning.

- Job Function Booklets

  There are 10 job functions with 4 occupations in each job function totaling 40 occupations. (See the chart on page 5.) Each of the ten Job Function booklets contains the following sections:

1 EXPLORE section	which describes the job function and introduces four occupations representative of the job function.
4 PERFORM sections	which contain work simulation activities related to each of the four occupations. These activities give participants "hands-on" experience in performing work-related tasks.
4 DECIDE sections	which provide greater detail about the occupation and about working conditions.

- Worksheets

  For each activity that requires consumable work material there is a worksheet identified by occupational title and number.

Job Functions and Occupations Chart

A. Advising

1. Lawyer
2. Child Care Attendant
3. Travel Agent
4. Employment Counselor

B. Arranging

5. Interior Designer
6. Hair Stylist
7. Architect
8. Florist

C. Building and Making

9. Carpenter
10. Painter
11. Roofer
12. Drafter

D. Doing Clerical Work

13. Secretary
14. Cashier
15. Stock Clerk
16. File Clerk

E. Helping

17. Waiter
18. Properties Manager
19. Police Officer
20. Licensed Practical Nurse

F. Maintaining and Repairing

21. Auto Mechanic
22. Plumber
23. Appliance Repairer
24. Sanitation Worker

G. Thinking in Pictures

25. Photographer
26. Cartoonist
27. Display Artist
28. Commercial Artist

H. Using Information About the Environment

29. Landscape Gardener
30. Game Warden
31. Farmer
32. Meteorologist

I. Working with Equipment

33. Computer Service Technician
34. Telephone Operator
35. Cook
36. Machinist

J. Working with Numbers and Symbols

37. Medical Lab Assistant
38. Computer Programmer
39. Bank Teller
40. Library Assistant

How is it packaged?

All CAP materials are packaged in booklet form.

The nonconsumable items are . . .

- Instructor Guide
- Set of 10 Job Function booklets (one set for every ten students)
- Set of 120 Self-Inventory Cards (one set for each student)

The consumable items are . . .

- Program Guide for each student
- Worksheets for each of the selected activities

How is it used?

Distribution of Materials:

Get the Self-Inventory Card booklet. Cut or have each participant cut the Self-Inventory sheets into cards as marked.

Distribute to each participant, a set of Self-Inventory Cards and a Program Guide. Make available the Job Function booklets and worksheets.

Instruct participants to begin the program by reading the introduction in the Program Guide.

Program Process: A Walk-through

Program Guide: Introduction

The introduction to the CAP Program Guide explains what the participants will do and learn in the Career Alert Planning program. It explains the concepts of interests and abilities and guides the participant through the first phase of the program.

Self-Inventory Cards

During the introduction, participants sort the Self-Inventory Cards as a means of identifying their interests and abilities. Each participant sorts the Self-Inventory Cards according to low, medium, and high degrees of interest and ability. Then, the participant turns his or her cards over to find the letter codes that relate to the given job functions.

Each participant records the number of cards of each letter code on the Self-Inventory Chart in his or her Program Guide. When completed, the Self-Inventory Chart shows the job function for which the participant has indicated the greatest degree of interest and ability. The participant then gets the appropriate Job Function booklet and begins reading.

Job Function Booklets

Each of the Job Function booklets contains three sections:

Section 1: EXPLORE

Participants explore this section of the Job Function booklet first. They read about . . .

- the primary job function of a certain group of workers,
- the types of jobs performed by the group of workers,
- the work maturity (also called "employability") skills required of the workers--the behaviors employers expect of their employees,
- the interests and abilities of the group of workers, and
- a brief description of four occupations in which workers perform the job function.

At the end of this EXPLORE section, each participant completes a Reaction Form indicating the interests and abilities he or she shares with people who work in the job function.

If the job function is not interesting to the participant, he or she selects another job function and reads the EXPLORE section of that booklet.

If the job function is interesting to the participant, he or she selects one occupation from the four described and advances to the PERFORM section of the Job Function booklet.

Section 2: PERFORM

There are four PERFORM sections in each Job Function booklet--one for each of the four occupations. Each participant turns to the PERFORM section for the occupation he or she chose in EXPLORE. In PERFORM, participants do the following:

- Learn about the responsibilities of people who work in the occupation. These responsibilities are the competencies or sets of skills a worker must have to succeed in a given job.
- Perform an activity. The activity is part of one of the worker's responsibilities. It is a task. For example:

Occupation:	Secretary
Competency (or responsibility):	Handle Mail
Task (or activity):	Sort Mail

All activities in PERFORM are arranged in a typical individualized competency-based format. That is, participants follow clearly identified steps to do units of work that complete a task. Each task they do helps the participants learn about one competency or set of skills required of workers in a given occupation. (See the example on the next page.)

EXAMPLE: Taken from Job Function Booklet: Working with Numbers and Symbols

Occupation: Bank Teller

Competency (or responsibility): Handle Checking and Savings Account Transactions

Task (or activity): Help Customers with Their Banking Needs

Units of Work:

- Identify banking terms
- Find out customers needs
- Identify how you can help the customer
- Handle the transaction

STEPS (Example for one unit)

Find out customer needs.

STEP 1. Meet the customer. Get the Customers booklet for Bank Teller, 39.

STEP 2. Find out what the customer wants to do. Read what each customer says.

STEP 3. Look at what each customer has to give you. Is it money? a booklet? a check? Why is the customer giving the item to you?

- Complete required worksheets.
- Complete a reaction form.

Doing work-related activities gives participants a chance to find out about the work required in a given occupation and to find out if that work fits their individual interests and abilities. Participants and the instructor complete a checklist on the Reaction Form after every task or activity. The checklist indicates the participants' interests and abilities in the task. This information helps each participant to choose whether to find out more about the occupation or perform a task for another occupation in the Job Function booklet.

To find out more about an occupation, the participant moves to the DECIDE section of the Job Function booklet.

Section 3: DECIDE

The DECIDE section of the Job Function booklet contains more facts about work in the occupation. It explains . . .

- some things that workers in the occupation like and dislike,
- work hours,
- salary,
- skills needed for this and similar types of jobs,
- employment outlook,
- opportunities for promotion, and
- education and training requirements.

Participants are exposed to other considerations in DECIDE--considerations like . . .

- competition,
- control over others vs. working for others,
- variety vs. repetitive activities

- working with others vs. working by oneself,
- service to others,
- independence,
- responsibility,
- excitement, risk, or adventure vs. security,
- sense of accomplishment,
- challenge or intellectual stimulation,
- creative or aesthetic outlet,
- visible results,
- working with ideas vs. working with things,
- physical vs. sedentary work,
- working outdoors vs. working indoors,
- flexible vs. fixed working hours,
- safety hazards, and
- deadlines or other kinds of pressure.

To help participants think more specifically about the preparation required for the occupation, suggestions are given about courses to take in high school, vocational school, technical school, or college. Ways to get some experience in school and community are also mentioned.

Participants read this information and record pertinent facts on their reaction forms. Later they use the facts to make career decisions and plans.

After they have completed the investigation of one occupation, participants turn to the Procedure section of the Program Guide for further instruction.

Program Guide: Procedure

The procedure section of the Program Guide gives participants instructions about how to proceed after completing investigations of each of six occupations. The instructions explain the priorities participants should use when selecting

occupations to investigate. For example, participants investigate three occupations using interests and abilities as the priority, two occupations using salary as the priority, and two occupations using employment outlook as the priority.

Priority: Interests and Abilities
Priority: Salary
Priority: Employment Outlook

Program Guide: Planning

In this portion of the Program Guide, each participant matches him- or herself to an occupation. The participants consider their interests, abilities, skills, salary requirements, and employment outlook in relation to given occupations.

Once they have selected one or two possible matches, participants . . .

- learn what skills are required for the job,
- identify the skills they have, and
- find out where they can learn the skills they do not have.

The concept of transferable skills is introduced and considered in career planning also. Final decisions and plans are made in conjunction with the participant's assigned counselor.

When, where, and how often is it used?

The CAP program can be used in a number of ways--as part of CETA training for out-of-school CETA eligible youth and adults and for in-school programs as well.

The materials are designed for flexibility. They can be presented to an entire classroom of particpants for a given time each day, or they can be presented to participants to use individually and at their own rate of speed. The latter way has the benefit of providing open-entry open-exit options to participants.

The estimated time for this program is 40 hours. This time can be divided into two weeks of four-hour days . . . one month of two-hour days . . . or one week of eight-hour days. If desired, additional time can be allotted to allow participants to investigate more than the seven occupations that are suggested. The frequency and duration of this program is yours to decide.

What is your role?

In addition to facilitating each participant's use of the CAP program, your primary roles are . . .

- to create an environment in which reflection, clarification of values, and development and practice of planning and decision-making skills can take place,
- to help make information in the CAP program locally relevant to participants,
- to work directly with participants and their counselors for ongoing assessment of the participants as it relates to their Employability Development Plans (EDPs).

Facilitate

In your role as facilitator, several things should be kept in mind:

Stereotyping:

Within the format of the CAP program, identifiable characters are introduced. Although attempts have been made to avoid stereotypes based on sex, ethnic group, or other factors, identification of occupations with particular groups might be inferred.

Therefore, take time to stress the freedom of choice that is available to every participant. Encourage participants to consider nontraditional occupations and to look beyond sex and other noncareer-related kinds of groupings.

Performance:

The activities in the CAP program provide an opportunity for participants to "try on" various worker roles in a nonthreatening atmosphere. They are part of the exploration process of gaining information about self and work. For this reason, it is important that you, as facilitator, refrain from making criticisms about how well participants perform on particular activities. Rather, allow participants to find out about their abilities in a number of areas and to assess those abilities as they progress.

Create An Environment

The participant's involvement in the CAP program will be beneficial only if it goes beyond mere information acquisition and moves toward developing career perspectives, gaining self-knowledge, and developing decision-making and planning skills. Such lasting benefit can be enhanced by you in several ways.

Expand career horizons:

The CAP program is intended to widen participants' career options while moving them toward career planning. Therefore, it is important that the participants avoid premature closure upon single occupations and identify groups of jobs to which similar preparation and skills

may lead. In our changing society with its changing job market, understanding of a variety of occupations and the concept of transferable skills is very important.

No attempt has been made to cover the entire spectrum of jobs in any occupational area. The four sample occupations given for each job function should give the participant an idea of the kind of work that is available and the related worker interests and abilities. The participant should not be content simply to review information in hopes of finding the right occupation. Rather, he or she should examine personal interests and abilities as they relate to jobs, mindful that either or both of these may change over time and that re-examination is frequently necessary in one's lifetime.

Nurture Decision-Making and Planning Skills:

Planning and decision-making skills must be developed over a long period of time. Participants should practice these skills in this program by evaluating the information they acquire about self and relating it to various types of work.

Suggestions of additional activities to help participants with decision making are included in the "Supplementing CAP" portion of this guide.

Relate personal values to work:

Discussion of work priorities and satisfactions should accompany individual work in the CAP program. As the participants gain insight into their own values, encourage them to identify how those values relate to work in given occupations.

Emphasize Local Relevance

A system of career information can be truly relevant to the participant only if it reflects the local situation. In order for the CAP program to have relevance to the participant at the local level, it is important that the instructor and counselors have available the following kinds of current information:

1. Courses and training programs presently offered in all the local high schools, vocational schools, technical institutes, colleges, and so forth. Such a list should be compiled and made available to all service providers.

2. Extracurricular activities available at various schools and in the community.

3. Apprenticeship programs available in the state, as well as local entry requirements and names of people in particular trades that participants can contact for specific information. Many offices of the Bureau of Apprenticeship Training publish pamphlets containing such information.

How can you supplement the program?

Career education resources can and should be incorporated into or coordinated with the CAP program. These resources may include textbooks, school catalogs, audiovisual aids, visitors from industry and the community, field trips, and other such experiences. Skillful coordination of such resources with CAP can be instrumental in acquainting the participant with career options in the local area.

There are many factors people consider in making a career decision--not the least of which are personal values, work attitudes, and feelings about risks. Supplementary activities related to these topics follow. When appropriate, introduce an activity to motivate participants to think about the variety of personal factors that affect their decision making.

On Decision Making

ACTIVITY

How many decisions have you made today? Begin with when you woke up. Think about each thing you did. Did you make any choices? List as many as you can think of, no matter how small they seem.

•DISCUSSION

We make decisions each day--small ones and sometimes important ones. We will spend our lives making decisions. Some of them will have long-lasting effects on us . . . decisions like choosing a course of education . . . or choosing a career. They will affect whether or not our lives are happy.

Have you ever thought about <u>how</u> you make a decision?

•DISCUSSION

Have you ever been sorry about a decision you made? Did you wish you had done something else? Can you think of some way you could have chosen otherwise?

•DISCUSSION

What steps do you go through in making a decision? Think, for example, about when you buy a piece of clothing or sports equipment. Or think about a problem you have now that you would like to solve.

Decision-making steps:

1. Define the problem.
2. Collect and evaluate information.
3. List the alternatives and outcomes of each.
4. Choose an alternative.
5. Take action on that choice.
6. Periodically review the decision (when there is new information or changing conditions).

Some of the steps may be omitted, repeated, or adapted depending on the problem being solved. We need to be flexible when new facts change the situation.

ACTIVITY

Instructor: Select a sample problem and lead the class through the decision-making steps outlined above.

Then have small groups of participants select a problem and apply the steps of problem solving.

•DISCUSSION

More about each of the problem-solving steps:

1. Define the problem.

   State the real problem, not a surface problem or symptom.

   Be specific about the problem.

   State the problem as a question.

2. Collect and evaluate information.

   Decide what kind of information you need.

   Look at each piece of information. Is it relevant to the problem?

   Information sources:
   - Things to read
   - People to talk to
   - Things to do
   - Things to think about

3. List alternatives and outcomes.

   Which alternatives are safe?

   Which have some risk?

   How desirable is each outcome? (How much do you want it?)

   How probable is each outcome? (What is the chance of it happening?)

4. Choose an alternative.

   Try ranking the alternatives by desirability and by probability.

   Then choose either the most desirable, the most probable, the most desirable and probable, or the one with the least chance of the worst consequences.

   Check back to step one. Does your choice fit the problem you defined?

5. Take action.

   What can you do now?

   What can you do over time?

   What things help or hinder this action?

On Risk

•DISCUSSION

People take different risks. Experience, training, or interest may make one person take a chance and another "play it safe."

People feel differently about situations. When people take a risk, it is usually because they value the outcome. They want the object of the risk.

How willing are you to take a risk? The answer depends on how much you want the result. Sometimes you will take a chance, and sometimes you will play it safe.

ACTIVITY

Imagine you are trying to decide whether to go to a ball game tomorrow (or to the swimming pool, or on a picnic, or on a bike hike).

The weather service says the chances of rain are 20 percent (two out of ten). What would you decide?

What if the chances were nine out of ten? or five out of ten?

Remember to state your goals (to have fun?) and to think about the alternatives (watch television, play a game, read a book, study, go to a movie?).

The same odds (chances) may mean something different to you if the risk is different. How much are you risking? How much will you gain?

What if there were a 20 percent chance of a hurricane? Would your first answer be different?

What if you wanted to repair a roof? Would your answers change? Why?

Do you ever overestimate (guess too high) or underestimate (guess too low) the risks? Why?

Is something more desirable to you (do you want it more) if it is hard to get? Why?

On Recognizing Values

•DISCUSSION

When making a decision, you usually choose an alternative to obtain the results you want and to avoid the results you don't want. Therefore, the result of a decision is only "good" or "bad" in terms of your own personal preferences.

To consistently get the results you want, you must know what you want. You must know what you value.

ACTIVITY

Do you know what you value? Make a list of what you think you value.

•DISCUSSION

Sometimes a person doesn't know what he or she values. It takes some thought and experience to know this.

A supervisor might be making decisions on the basis of what pleases the staff, without realizing that approval from adults has a high value for him or her.

ACTIVITY

Think about each of the decisions you made today. Can you list the values that influenced each choice?

On Changing Values

•DISCUSSION

Your values may change as you grow older. They may also change because some person or some group of people you respect causes you to change your values. For example, as a worker you may change one of your values from pleasing your coworkers to doing a good job.

ACTIVITY

Can you think of any of your values that have changed in the last five years? Write them down.

On Work Attitudes

ACTIVITY

Read the following questions. Then fill in the ranking sheet on page 24.

How would you feel about a job in which you had to work with your hands?

How would you feel about a job in which you work outdoors all the time?

How would you feel about a job that was uninteresting, but paid very well?

How would you feel about a job that left you a lot of free time?

How would you feel about a job that permitted you to invent new things, design new products, or develop new ideas?

How would you feel about a job in which you had to plan and lay out work for others to do?

How would you feel about a job that had pleasant conditions--not too hot, too cold, noisy, dirty, and so forth?

How would you feel about a job under a fair supervisor with whom you could get along?

How would you feel about work that let you live the kind of life you choose and to be the type of person you want to be?

How would you feel about a job in which you had important responsibilities?

How important would it be to you that other people respect your job?

How would you feel about a job in which you had a lot of contact with your coworkers?

How would you feel about a job in which you had to be a leader?

How would you feel about moving from your home state?

How strongly do you feel about a job in which you work on your own most of the time?

How would you feel about a job where you could work in your own way, as fast or as slowly as you wished?

How would you feel about a job in which you could do different types of work?

How would you feel about a job with security (a long-term job) but with little chance for advancement?

How would you feel about a job that promised rapid advancement, but in which you were re-evaluated every six months?

How would you feel about taking whatever job is available in a worthwhile public service helping people?

How would you feel about a job in which you had to learn new skills all the time?

RANKING SHEET

Think about each question. How do you feel about it? Positive? Negative? Write the underlined words in each question where they fit the best in the chart below.

Put the five you feel most positive about in the left column; the five you feel most negative about in the right column; the rest in the middle columns.

Very Positive Feelings	Somewhat Positive Feelings	Somewhat Negative Feelings	Very Negative Feelings

On Personal Values

ACTIVITY

Hold an auction in which personal values are sold. Each participant should receive a copy of the following list of items (and any others you may wish to add) and a bidding sheet.

Each player has $1,000 with which to bid. Before the auction, players decide what items they wish to bid for and the amount they wish to bid (in units of $100), and record them on the bidding sheet.

Players may bid for as many items as they can afford. They are not bound by their bidding plans after the bidding starts.

Actual amounts bid and items bought should be recorded during the auction. Discussion should follow.

Items for Sale

1. An Exciting Life: You will lead an exciting, stimulating life. You will have a wide range of new experiences. You will be confident that you can meet all challenges. You can enjoy whatever comes your way.

2. Financial Security: You will have enough money to fill all your material needs or desires. You will have enough left over to use for any purpose you want.

3. Personal Freedom: You will have a life of independence. You will always be able to do what you know is right for you now. You will have no interference from others.

4. Pleasure: You will lead an enjoyable, leisurely life. You will not be rushed by commitments. All possible pleasures will be available to you.

5. Job Satisfaction: You will be recognized by all as being the best in your profession. You will contribute more than you had ever hoped and achieve everything you ever dreamed.

6. A Long Life and Good Health: You will live far longer than the normal life expectancy. Your physical and mental health will be excellent. You will have the vitality of youth and the wisdom of experience.

7. A Comprehensive Personal Library: You will have a personal library containing every bit of information ever recorded. The information will be at your fingertips. You will be able to get immediately any item you ask for, in printed or voice-recorded form.

8. An Ideal Setting: You will have a home overlooking beautiful scenery. The home will have all the atmosphere, space, and facilities you need to create a perfect environment for yourself and others you choose to have with you.

9. Athletic Skill: You will have the skill to perform as the greatest athlete in any sport you choose. You will break all existing records in that sport.

10. Political Power: You will be in a position to control the fate of most people in the civilized world. You will have absolute power to put any program or policy into effect. You will have the cooperation of any person or organization you need.

11. An Ideal World: You will live in a world in which all people are open and honest. They will be totally able to relate genuinely with one another. Whatever feelings exist will be openly shared.

12. Fame: You will have the respect and admiration of everyone. You will be in demand at important social gatherings and decision-making conferences.

13. A Perfect Family Life: You and your family will have ideal relationships together. Each member of your family will find the love and security they need to assure personal growth within the family.

14. Inner Peace: You will be free from all inner conflicts. You will be secure knowing that you will always make right decisions.

15. Intelligence: You will be supremely intelligent. You will be able to find solutions to critical problems. You will understand logical relationships among ideas.

16. Creativity: You will be able to create new ways of communicating knowledge. You will be artistically gifted.

17. Wisdom: You will have a mature understanding of life. You will be sought out by others for advice and counsel.

18. Self-esteem: You will respect yourself. You will know that you are achieving your highest potential. You will know you are a person of great worth.

19. Deep Friendships: You will have many close and meaningful relationships with persons you choose to know well.

20. Mature Love: You will have a deep and lasting love with another person of your choice. Your love for each other will withstand all troubles you may encounter.

21. Social Service: You will have the chance, the skill, and everything you need to serve the sick and needy persons of the world. Your efforts will stamp out sickness and need in your lifetime.

22. Moderation: Your life will be comfortable, with little risk. It will be pleasant, although not exciting. You will have enough money for necessities and a few luxuries. You will have a stable job without too much challenge, and some time to yourself. You won't be an outstanding success and you won't fail.

BIDDING SHEET

Amount you plan to bid	Item	Amount actually bid	Did you buy it?